DOCUMENT RESUME

ED 302 531 SP 030 801

AUTHOR Packard, Richard D.; And Others
TITLE Educational Change and Reform. An Integrated Model for the Professional Development of Teacher Leaders.
INSTITUTION Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE Nov 88
NOTE 22p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Ladders; Case Studies; Change Strategies; Elementary Secondary Education; *Inservice Teacher Education; *Leadership Training; *Mentors; Peer Teaching; *Professional Development; Social Support Groups; Teacher Characteristics
IDENTIFIERS *Arizona Career Ladder Program

ABSTRACT

This paper presents a detailed example of teachers' professional development as a part of a district's career ladder pilot-test program in Arizona. A case study describes a secondary school teacher who has been a leader in a major national and state teachers' organization. A description is given of how teachers develop intellectually and practically that covers: (1) some key characteristics of teacher leaders; (2) some common social and emotional reasons for wanting to improve and serve society; (3) a model for sequential development of higher level teacher leader skills; (4) the development of a comprehensive mentoring package; and (5) a presentation of the rationale for the higher level functions of peer coaching and clinical development. References are included as well as the table of contents for the mentoring project. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED302531

EDUCATIONAL CHANGE AND REFORM

An Integrated Model for the Professional Development of Teacher Leaders

Featured Co-Author

Ms. Eugenia Bas-Isaac, Resident Teacher IV
Sunnyside Unified School District
P. O. Box 11280 -Tucson, Arizona - 85734

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. D. Packard

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

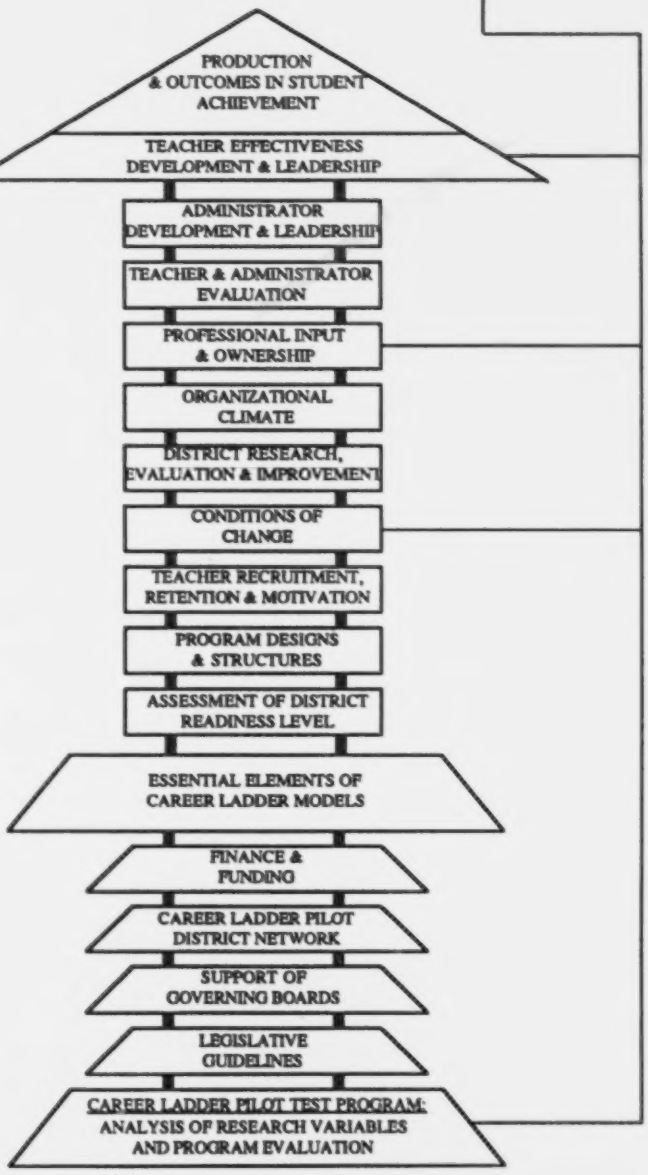
Dr. Richard D. Packard, Manager
Dr. Mary I. Dereshiwsky, Statistical Research Specialist
The Arizona Career Ladder Research & Evaluation Project
Center for Excellence in Education - Division of Research Services
Northern Arizona University - Box 5774 - Flagstaff, Arizona - 86011
Phone: (602) 523-5852

SP030801

EDUCATIONAL CHANGE AND REFORM

An Integrated Model for the Professional Development of Teacher Leaders

Document Presented at the National Council of States on Inservice Education's Thirteenth Annual National Conference New Orleans, Louisianna November 18-22, 1988


PRODUCTION & OUTCOMES IN STUDENT ACHIEVEMENT
TEACHER EFFECTIVENESS DEVELOPMENT & LEADERSHIP
ADMINISTRATOR DEVELOPMENT & LEADERSHIP
TEACHER & ADMINISTRATOR EVALUATION
PROFESSIONAL INPUT & OWNERSHIP
ORGANIZATIONAL CLIMATE
DISTRICT RESEARCH, EVALUATION & IMPROVEMENT
CONDITIONS OF CHANGE
TEACHER RECRUITMENT, RETENTION & MOTIVATION
PROGRAM DESIGNS & STRUCTURES
ASSESSMENT OF DISTRICT READINESS LEVEL
ESSENTIAL ELEMENTS OF CAREER LADDER MODELS
FINANCE & FUNDING
CAREER LADDER PILOT DISTRICT NETWORK
SUPPORT OF GOVERNING BOARDS
LEGISLATIVE GUIDELINES
CAREER LADDER PILOT TEST PROGRAM: ANALYSIS OF RESEARCH VARIABLES AND PROGRAM EVALUATION

A Model of Interrelated Components of Program Support and Focus

Table of Contents

Page

An Integrated Model for the Professional Development of Teacher Leaders 1

Overview 1

Understanding the Way Things Work 1

A Specific Model for the Way Things Work 1

Support Conditions for Change 2

Focus of Support Conditions for Change 2

The Development and Productivity of a Teacher Leader 3

Specific Pupose 3

Characteristics of a Teacher Leader 4

The Knowledge Base 4

A Model for the Development of Teacher Leaders 4

Development of a Comprehensive Mentoring Package 5

The Mentoring Function 6

The Peer Coaching Function 7

The Clinical Development Function 8

Summary 10

References 11

EXHIBIT A: Table of Contents for the Mentoring Project 12

EXHIBIT B: Change 16

AN INTEGRATED MODEL FOR THE PROFESSIONAL DEVELOPMENT OF TEACHER LEADERS

Overview

Models of educational change and reform in this country have seldom lasted longer than a few years. The reasons for this short duration have been clearly documented and seem to be quite well known generally among professional educators and political leaders.

In initially developing policy research and evaluation for a major five-year pilot-test teacher incentive program, Packard (1986) found several crucial reasons why little progress has been forthcoming from so many attempts.

Understanding the Way Things Work

At first analysis, it seems amazing that such little progress has resulted after so many years of effort and expenditure of extensive funds and resources. In reality, however, change and reform which involves large and complicated organizations, structures and bureaucracies is much more difficult to effect than initial observations may have suggested. Understanding of the "way things work" is a relatively simple process; for lasting change, the crucial issue is how to bring concepts, processes and organizational structures together to "cause them to function well."

A Specific Model for the Way Things Actually Work

For educational systems to work efficiently and effectively, all of the support factors for student and teacher development must be focused on the desired outcomes; students and teachers must have intelligent and directed support to develop their potentials for the greatest possible progress and production. The model depicted on the first page has been devised after three years of extensive research with 15 pilot-

test school districts and sponsoring agencies. Its interrelated components of program support and focus are all important for successful initiation and ongoing implementation of change and reform (Packard, 1988).

Support Conditions for Change

Important and focused conditions within large and complex systems and bureaucracies have an excellent chance for progress and change if the following ingredients are available and operating in a positive direction:

1. political and governmental components from state offices to local school boards must be knowledgeable, cooperative and willing to provide innovative laws, policies, programs and funding;
2. districts must have the conditions available to be ready for change and possess necessary characteristics or conditions which are compatible with change;
3. the local school administration must be knowledgeable about all societal issues interrelated with the school function, about the educational needs of teachers and learners, and skillful in communication and in effective procedures for solving problems;
4. all individuals affected by, and involved in, carrying out the goals of the organization must have input and feel a sense of ownership;
5. an "organizational climate" must be developed which will foster or promote a sense of belonging, trust and ownership of organizational goals and objectives in its participants; and
6. teacher and administrative evaluation systems must be fair and objective and related to the criteria or goals of the organization.

Focus of Support Conditions for Change

The specific focus of all the previously mentioned support factors is the following:

1. a strong teacher incentive and development program must be in place;

2. teachers (instructional experts) must be brought along to reduce the problem of "teacher isolation," in order to provide those who will work with mentoring, coaching and clinical supervision and share clinical supervisor responsibilities with administrators; and
3. responsibility and accountability for improving student social, emotional and academic development must be clearly and professionally recorded and reported.

In general, the model shows interrelated components of support and focus for educational change and reform (Packard, 1988). If all these factors are working well, the chances for teacher development and improvement in student learning are good. The following is a specific example of the positive outcomes which can result if these support and focus factors are in place.

The Development and Productivity of a Teacher Leader

A year after implementation of the pilot-test career ladder (teacher incentive) program in Arizona, it was becoming evident that a major positive factor had to do with the professional development of teachers. Staff development practices moved ahead rapidly in districts that were not "afraid of change," whose administrative leadership was secure about their roles and saw the need for competent instructional leaders coming from school personnel who were classroom teachers. In some districts, a new type of position was beginning to be formulated; a hierarchy was beginning to appear in the teacher ranks; teacher leaders were emerging (Packard, 1987).

Specific Purpose

The purpose of this paper is to present a detailed example of teachers' professional development as part of a district's career ladder pilot-test program in Arizona. This particular case study describes a secondary school teacher who has been a leader in a major national and state teachers' organization. This teacher became involved in a wide variety of developmental functions related to the career ladder program and met the classroom and extended responsibilities performance criteria as a top level, teacher leader.

Characteristics of a Teacher Leader

From an outside evaluators viewpoint, there are certain kinds of characteristics which seem to be evident in those individuals who emerge as teacher leaders. Among those traits are: (1) basic intelligence and motivation to gain knowledge and skills important for leadership and effective teaching; (2) ability and desire to take risks for the possibility of improvement, and (3) continued successful experience as a professional leader and classroom teacher (even though in the "traditional system" they were rewarded based on years of experience rather than level of performance).

To become a teacher leader it is important to combine an intellectual base with the practical productivity of theory development and instructional application. This helps provide the needed emotional and social reasons for directing personal energies toward improvement and development.

In this particular example, the teacher combined formal university course work with development of an instructional leadership model and actual implementation of parts of the model. First, a sample of the intellectual/social base will be provided, then, the actual model development and application will be described.

The Knowledge Base

In formally studying the issues of change and reform, the subject of this case study demonstrates social and emotional interests which are common among professional teachers (see Exhibit B for examples of basic intellectual pursuit). While the exerts of the intellectual base are only a small representation of the total reality of this case, they should give the reader an example of the thinking and motivation involved which provided the energies, directions and rationale for focusing in on specific issues of instructional leadership.

A Model for the Development of Teacher Leaders

Educational reform at the district and school levels must strongly promote a hierarchy of systematic, continuous and consistent staff-development practices. Above all, teachers' need to perceive

themselves as "leaders" in every sense of the term. That is, they must view themselves as possessing the requisite decision-making capabilities, as well as the power to implement them.

A primary prerequisite for effective teacher leadership is the existence of a supportive environment. It has been shown that student success is more likely to occur within the context of a school climate which is actively committed to continuous interpersonal growth and development (Schlechty). It is important to note that the staff development process presented in this paper is not intended as an escape route out of the classroom. On the contrary, its purpose is to provide specific incentives for teachers to remain in the classroom, as well as the opportunity for teachers to enhance their skills.

Above all, the system needs to create conditions which will provide the career professional educator, or Lead Teacher, with the opportunity to exercise expert leadership. Relative to this goal, Dr. Susan Rosenholtz (no date) has identified three factors which directly affect teachers' commitment and which impact upon their leadership function. These are: (1) perceived task autonomy; (2) belief in teachers' ability to facilitate students' learning; and (3) ongoing opportunities for learning and self-development. An alternate way of defining this interactive relationship has been proposed by Schlechty (no date):

"Every Leader, A Teacher

Every Teacher, A Leader

Every Student, A Success."

Development of a Comprehensive Mentoring Package

Exhibit A, provides a table of contents for a very comprehensive mentoring package which is designed to assist teachers who want and need help and encouragement (Bas-Isaac, 1988).

Another key aspect of a supportive academic environment is the development of a collegial working relationship among teachers. Both Kent (1985) and Cohen (1987) have discussed the importance of quality interpersonal relationships among teachers as necessary to school effectiveness and professional development.

One promising avenue to this goal is in the area of mentoring. As Figure 1 shows, effective mentoring serves as the basis of the entire staff-development structure. Each of these aspects will be discussed in turn.

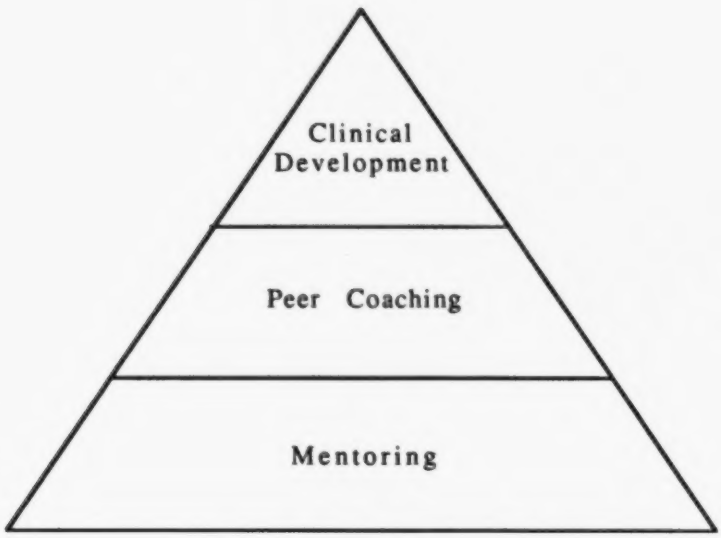


Figure 1. Sequential Teacher Development and Leadership Model

The Mentoring Function. The proper induction of new teachers is absolutely essential to the development of effective professionals. Contrary to popular opinion, teachers are made, and not born; they simply do not emerge from universities as "finished products." Lortie (1975) has stated, "No way has been found to record and crystallize teaching for the benefit of beginners. It is a process of learning while doing."

According to Barnes and Huling-Austin (1984) the following problems are typical of those faced by new teachers:

1. Assignment and misassignment in or out of their area of accreditation.
2. Isolation from other teachers.
3. Organization and planning.

4. Motivation of students.

5. Classroom management.

6. Discipline.

7. Interaction with parents.

8. Evaluation of student work.

How can the mentoring process facilitate this adjustment process? "Mentor teachers" are those who have mastered a myriad of instructional skills and are dedicated to promoting excellence int he teaching profession. They play a number of key roles for newcomers, including role model, counselor, resource, guide, coach, sponsor and colleague.

Perhaps the most valuable contribution of the mentor may be realized in his/her indirect contribution towards relieving the chronic teacher shortage. Statistics show that between 40 and 50 percent of all new teachers leave the profession before their sixth or seventh year. Even more troubling is the fact that the more talented teachers are the ones who are most likely to leave. Strategic intervention is, therefore, needed to meet the needs of beginning teachers in order to help prevent discouragement and premature abandonment of the teaching profession (Ryan, Newman, Applegate, Lasley, Flora and Johnston, 1980). The effective mentor will have had experience with the primary sources of difficulty identified by Barnes and Huling-Austin (1984). By recognizing these potential trouble spots, as well as providing ongoing assistance and support for their resolution, the mentor helps to reduce the departure of such potentially successful and talented newcomers.

The Peer Coaching Function. The second essential element of positive teacher training and development identified in Figure 1 is peer coaching. This strategy involves two teachers working closely together on training activities. Some examples would include joint development of lesson plans, observation of the actual lesson by the peer teacher, and constructive feedback and discussion afterward (Neubert and Bratton, 1987).

A number of prerequisite factors are necessary for successful peer coaching to take place. Above all, a climate of interpersonal trust is absolutely essential. In addition, Tom Bird (no date) has identified the following criteria for successful peer-teaching experiences:

1. The coach must possess the knowledge and skill.
2. The teacher is willing to present a lesson which shows his/her level of proficiency.
3. The teacher is willing to participate in and accept the coach's observations and critique.
4. Mutual respect is essential.
5. Accurate recording of observations and clear insightful analysis is imperative.
6. The teacher must be willing to make adjustments and experiment with new teaching styles and strategies.
7. Both the coach and teacher must continue to improve.

Perhaps the primary benefit of peer coaching is in its development of an environment which is supportive of innovation and risk-taking. Successful teaching involves an openness to change. This includes as a willingness to experiment with new techniques, as well as the ability to deal with unexpected outcomes. The collegial nature of the peer-coaching interaction is conducive to the development and reinforcement of these behaviors.

The Clinical Development Function. At first glance, readers may be surprised to see clinical development at the pinnacle of Figure 1. This factor has typically been more closely associated with the evaluation process. However, its greatest impact is actually felt in the realm of staff development.

Judgmental statements of performance and prescriptions for change and improvement differentiate this final component from the other two. However, it is important to note that its primary objective remains the same: that is, the establishment of a strong cooperative and collegial atmosphere. Above all, teachers need to be able to strive for optimum levels of instructional competence without feeling distrustful, anxious or threatened by the evaluation process (Atcheson and Gall, 1987).

As envisioned in the pyramid, clinical development is a process which can be implemented at any level. Experts in the various areas of instruction, classroom management and supervision must first be identified. These resource persons must also be willing to serve as facilitators, role models and performance

delineators. The "clinician" for instructional development provides guidance and direction for all teachers needing assistance, from novice to the more experienced instructor. Through this rigorous, structured strategy, teachers are helped to attain maximum proficiency levels of academic performance, as graphically depicted by its peak positioning in Figure 1.

SUMMARY

An Integrated Model for the Development of Teacher Leaders includes understanding and implementing interrelated models from the state through individual teacher operations. There must be adequate support conditions for change with goals and objectives focused on the most positive development of instructional staff and for the improvement of social, emotional and academic student outcomes.

With the support of positive and integrated systems, teachers can have the incentive and motivation to take risks and to combine formal study with practical development and implementation of leadership models and activities. In this case, an example of how teachers develop intellectually and practically has been given. It describes the areas of: (1) some key characteristics of teacher leaders; (2) some common social and emotional reasons for wanting to improve and serve society, (3) an actual model for sequential development of higher level teacher leader skills, (4) the development of a comprehensive mentoring package, and (5) presentation of the rationale for the higher level functions of peer coaching and clinical development.

References

Atcheson, K. A. and Gall, M. D. (1987). Techniques in the clinical supervision of teachers. University of Oregon, Longman.

Barnes, S. and Huling-Austin, L. (1984). Model teacher induction project: Research design for a descriptive study (Report No. 7200). Austin: The University of Austin, Research and Development Center for Teacher Education.

Bas-Isaac, E. P. Beginning teachers: The sink or swim syndrome. Paper presented to the Sunnyside School District, Tucson, Arizona.

Bird, T. "From teacher to leader: Training and support for leadership by teachers." San Francisco: Far West Laboratory for Educational Research and Development 1984.

Cohen, M. (1987). Restructuring the educational system: Agenda for the 90's. National Government Association Center for Policy Research.

Goble, N. (1985). Speech given at an NEA Conference in New Orleans. World Conference of Organizations of the Teaching Profession.

Kent, K. M. (1985). A successful program of teachers assisting teachers. Educational Leadership, 30-33.

Lortie, D. C. (1975). Schoolteacher: A sociological study. University of Chicago Press.

Neubert, G. A. and Bratton, E. (1987). Team coaching: Staff development side by side. Educational Leadership, 29-32.

Packard, R. D. (1986, November). A statewide pilot teacher incentive program: Research and development for policy change and reform. Paper presented at the National Council of States, Eleventh Annual National Conference, Hyatt Regency Hotel, Nashville, Tennessee. (ERIC No. ED 275 654)

Packard, R. D. (1987, July). Development of educational leaders: Fostering individual development of teachers for productivity and leadership roles in education. Paper presented at the World Assembly of the International Council on Education for Teaching, Eindhoven Technical University, Eindhoven, The Netherlands. (ERIC No. ED 283 793)

Packard, R. D. (1988, August 4). Forces of change and counter-change: A comprehensive school effectiveness program for enhanced teacher and student development. Research document presented to the Joint Legislative Committee on Career Ladder Programs, Arizona State Capitol, House Wing, Phoenix, Arizona.

Rosenholtz, S. R. Why schools work: A social organizational analysis. Longman (Research on Teaching Monograph Series), forthcoming.

Ryan, K., Newman, K., Applegate, J., Lasley, T., Flora, R., and Johnston, J. Biting the apple: Accounts of first year teachers. New York, N.Y., Logman, 1980.

Schlechty, P. Standards for professional development schools. JCPS/Gheens Professional Development Academy, Jefferson County Public Schools.

EXHIBIT A

Table of Contents

for the

Mentoring Project

EXHIBIT A

MENTORING INSERVICE

Developed
and
Presented

by

EUGENIA P. BAS-ISAAC

TABLE OF CONTENTS

I. Introduction

A. District Career Ladder Goals
B. Objectives for Mentoring
C. Definition (Mentor/Protege)
D. Characteristics of a Mentor
E. Structure of Relationships

II. Mentoring Versus Evaluation

A. What It Is Not
B. Case Study and Discussion Questions

III. Mentoring Responsibilities

A. Mentor Expectations/Responsibilities
B. Case Study and Discussion Questions
C. Administrator Responsibilities/Expectations
D. Case Study and Discussion Questions

IV. Mentoring Guidelines

A. First Meeting
B. Materials
   1. Survival Packet
   2. First Day Checklist
   3. Year at a Glance
   4. Suggestions by the Month
   5. District Calendar
C. Case Study and Discussion Questions
D. Mentor/Protege Goal Setting
E. Summary - Gray's Mentor/Protege Helping Relationship Model

V. Conflict

A. Conflict Management Style Survey
B. What is Conflict?
C. Mentor/Protege Interaction
D. Roadblocks to Communication
E. Discussion Versus Debate
F. Defensive Communication
G. Conflict-Management Style Survey
H. A Basic Communication Skill for Interpersonal Relationships
I. Case Study and Discussion Questions

VI. Modeling and Observation

- A. District Guidelines
- B. Initial Contact Meeting
- C. Modeling
  - 1. Planning
  - 2. Conference
- D. Observation
  - 1. Planning
  - 2. Conference
- E. Modeling - Case Study and Discussion Questions
- F. Observation - Case Study and Discussion Questions

VII. Evaluation of the Mentoring Process

- A. Summary of Surveys
  - 1. NAU
  - 2. University of Arizona
- B. Portfolio Elements
- C. End of Year Evaluation Outline
- D. Support Group for Mentors
  - 1. Objectives
  - 2. Timeline

VIII. Conclusion

- A. The Monsters of Mentoring and the Rewards of Mentoring
- B. Inservice Evaluation

EXHIBIT B

Change

EXHIBIT B

Change

Change is a necessary ingredient to the continuation of any viable process. Thomas Jefferson explained change in eloquent simplicity, saying:

> I am not an advocate for frequent changes in laws and constitutions. But laws and institutions must go hand-in-hand with the progress of the human mind as that becomes more developed, more enlightened, as new discoveries are made, new truths discovered and manners and opinions change. With the change of circumstances, institutions must advance also to keep pace with the times. We might as well require a man to wear still the coat which fitted him when a boy . . .

The educational system is in the process of change. It must evolve if it is to meet the needs of society. Our public educational system is the foundation of our democratic society.

> Dictators delight in the ignorance of their subjects. Authority blossoms in a bed of stupidity. A democratic people must, by contrast, be well-informed and capable of rational calculation. For the triumph of evil, it is said, all that is necessary is that the good do nothing. For the triumph of despotism, all that is necessary is that people be ignorant.
>
> Goble, 1985

Therefore, the necessity of maintaining and at the same time improving our educational system should be this nation's number one priority.

Reform

It's High Tide (Time): The Third Wave is Breaking at the School House Door.

The process of educating the future workforce in America's society must be viewed as intrinsically bound to the economic and social health of the country.

As society changes, so do its needs and so do the demands placed on its members. Therefore, the process for educating society must also change in order to meet those new demands. Failure to meet these needs places the "National At Risk."

The American economy relies on an educational system able to provide a highly skilled and well educated workforce. All members of society must be able to contribute to that economic well-being (Cohen, 1987). No longer can the educational community be satisfied to maintain a "status quo," and continually focus only on raising the basement levels of achievement. The system must now also strive to

raise the upper levels of achievement and increase the number of students functioning at those maximum levels.

In order to educate a highly skilled and knowledgeable workforce, the instructors must be highly skilled, educated and trained (Bas-Isaac, 1988).